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Fall 2003

POD Network News, Fall 2003

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President's Column

This year the POD Executive Committee has been active in exploring contacts with sister organizations. I attended and spoke on a keynote panel at the French-language faculty development group, the Association internationale de pédagogie universitaire (AIPU) in Montreal in May. It was very exciting to meet faculty from France, Belgium, Morocco, Switzerland, Haiti, and Quebec who are engaged in faculty development. André Beauchesne from the University de Sherbrooke invited Janet Donald of McGill University, Léopold Paquay of the Université Catholique de Louvain, Denis Proulx from the Université de Sherbrooke in Canada, and me to discuss the professionalization of faculty development. Each of us addressed the topic from our personal and professional perspectives and responded to questions from the 400-person audience. Next year when the POD National Conference is held in Montreal, we can look forward to meeting and learning from our Francophone colleagues.

In June, I attended the Society for Teaching and Learning in Higher Education national conference in Vancouver. I was pleased to see fellow POD members, including Erik Christianson, Milt Cox, Linda Nilson, and Laurie Richlin, at this event. I was also pleased to learn that many of our Canadian POD members are working in Canada to develop an instructional development subgroup in STLHE. Topics on the program included a fair number of sessions on assessment and on diversity. The Canadian TA developers are doing extraordinary work. Don't miss their presentations in Denver! A group of philosophy faculty and teaching assistants from the University of Alberta, Bente Roed's campus, won the prestigious Alan Blizzard prize for their extraordinary team teaching project. If you are interested in an exciting model for team teaching, feel free to e-mail David Kahane, david.kahane@ualberta.ca, or Cressida Heyes, Cressida.heyas@ualberta.ca, at the University of Alberta.

POD's president-elect, Dee Fink, attending the MERLOT Conference in August and developed some exciting opportunities for POD members to contribute materials to the MERLOT website. Mary Deane Sorcinelli, POD's past president, worked with a group of faculty developers in Ireland this summer.

For the fall, look forward to more efforts in the POD strategic planning process, more discussion of the importance of faculty developers to the accreditation process, and more opportunities for you to participate in the exciting work our organization is doing. Thanks, again, to Sally Kuhlenschmidt and Judy Miller for the outstanding work they have done on the conference and to Kay and Frank for their support in the POD main office. See you in Denver! Laura L. B. Border, President, POD, 2002-2004

POD Grant Program Call for Proposals

The POD Grant Program provides funding to members of POD attempting to contribute new knowledge or tools to the field of instructional, faculty, teaching assistant, and organizational development. This year, the Core Committee has chosen to fund two proposals, for up to \$2,000 each that advance the assessment of the profession and work of practitioners.

The Grant Program Call for Proposals is enclosed in this newsletter. Please consider submitting your ideas to the Grant Program for support. If you have questions about a possible proposal or idea or need to clarify any part of the grant application process, contact Alan Kalish, chair of the Grant Committee, at kalish.3@osu.edu or by calling 614-292-3644. Each year at the annual conference, there are opportunities to meet with members of the Grant Committee and hear about research that has been conducted with funding through the POD Grant Program.

POD Core Committee Self-Nominations

Membership on the POD Core Committee offers an opportunity to help guide the future of POD and to meet wonderful colleagues. Please consider serving in this important role. You may nominate yourself to the election slate for 2004-2007 according to the instructions at the end of this newsletter. Candidates must have been members of POD for at least three years before self-nomination.

Candidates' statements are to be submitted electronically to the POD office and are due by November 1, 2003. The office will post the information on the POD website and then send ballots out in mid-November. Election results will be reported by the end of December.

The key elements of the role and responsibilities as a Core member are the following:

Role. Each year the POD membership elects five new Core committee members to serve for three-year terms. The Core Committee, a committee of no more than 18 members, functions as the board of directors for POD. Many Core members also take the lead on at least one POD committee.

Meetings. New Core members first join the Core Committee for a day-and-a-half meeting prior to the annual fall conference and then for a day-long meeting usually held in conjunction with the spring AAHE conference. Core Committee members receive the agenda, committee reports, action items for discussion, and pertinent reading materials prior to Core meetings. Between meetings, offi-

cial POD discussions and business are conducted through electronic mail and sometimes through conference calls.

Financial Support. Core members receive \$150.00 per day toward expenses for the days on which the Core Committee meets.

To Improve the Academy: Vol. 23

To Improve the Academy is the annual POD publication that includes articles of interest to faculty developers, professors, and administrators. Selected articles in the past have detailed successful classroom practices, demonstrated research in classroom and faculty development strategies, and evaluated specific theoretical frameworks used by faculty developers and administrators. The deadline for manuscripts is December 12, 2003.

This year's editor, Sandra Chadwick-Blossey, associate editor, Douglas Reimondo Robertson, and publisher, James Anker, will lead a Saturday morning rountable discussion at the POD conference, giving guidelines and answering questions about submission. If you have questions before that time, or will be unable to attend, direct your questions to schadwick@rollins.edu. The Call for Manuscripts for *To Improve the Academy: Vol. 23* and the Self-Nomination Form for Reviewers are included in this newsletter.

Accreditation Alert

During the past year or so, a major change has occurred in the world of higher education accreditation that has enormous implications for faculty development. Under pressure from the U.S. Department of Education, all six regional accreditation associations have changed their accreditation criteria such that colleges and universities must now provide evidence of both student learning outcomes and faculty learning about teaching.

This development has such strategic significance for faculty developers that two sessions will be on the POD conference agenda this fall to explore the implications. The first session, "New Accreditation Processes and Teaching/Learning Centers," will feature three POD members describing how their centers became involved when their institutions prepared for accreditation under the new criteria. In the second session, "Changes in National Accreditation Procedures," two national experts will share their perspectives on how these changes are likely to affect POD and faculty developers.

Anyone interested in these changes should contact Dee Fink (dfink@ou.edu). He has prepared a summary of the specific changes made by all six regional accrediting agencies.

Logo Request

Hear ye! Hear ye! Calling all logos! We would like to display the symbols of our practice at the conference. If your office or center uses a logo, send it along so all can see how we represent the work of teaching centers to our university colleagues. Email your logo to Elizabeth Chandler (Echandle@midway.uchicago.edu) and use the format of 150-200 DPI, RGB color, and no larger than 3 inches across.

Visions, Metaphors and Images: Preconference Sessions

POD colleagues are offering an exciting array of preconference sessions in Denver on Wednesday afternoon and Thursday morning, October 8-9, 2003. These practical, interactive workshops (listed below) are designed to engage people with all levels of faculty development experience.

- "Getting Started in Faculty Development" and a follow-up session for recent alums of "Getting Started," "Reflecting on Our Work as New Developers," provide mentoring and quick-start networking opportunities.
- "Seamless Integration of Pedagogy & Technology," "Teaching Intentionally through Classroom Assessment Techniques, Pairs, and Groups," and "Individual Teaching Consultations with Faculty" will help developers guide faculty in being effective teachers.
- "The Art of Creative Collaboration: Going to Graceland" and "Imagery in Teaching Science and Problem-Solving" imaginatively connect to the conference theme.
- "Professional Development as Soul Work," drawing on the writings of Parker Palmer, and "Faculty Study Groups: Contexts for Learning, Support, and Shared Meaning" address our work with faculty as whole persons.
- "Conflict Management and Diversity" and "Cultivating Ethical Awareness and Sensitivity on Campus" provide models for examining our values and practices in relating to others.
- "Supporting First-Year Faculty at Small Colleges" reflects POD's growing support for faculty on smaller campuses.
- "New Horizons in Assessing Faculty Development" will help us learn to document the important contribution we make to faculty and our institutions.

Several sessions have limited enrollment. We recommend that you register in advance of arriving in Denver. Walk-ins will be welcome where there are available seats. Each participant must pay the workshop fee before attending the session--\$130 for "Getting Started" (2-part, book included), and \$50 for the others. Details are available on the POD conference web page <http://www.podnetwork.org/conferences/2003/index.htm>.

Conference Corner

At this time of year, we are rapidly moving toward our annual conference, an exciting event that does not happen by chance. It requires a great deal of advance planning and effort on the part of many persons.

What is happening at this time of year? In the POD office, we are receiving a lot of registrations, which we seek to process as quickly as possible. All registrants receive a written confirmation and either a receipt of payment or invoice. Together with conference planners, we are dealing with myriad details -- expeditions, workshops, speakers, name tags, program printing, materials for the conference, food ordering, etc.

While it is a busy time, it is also an exciting time. We talk to quite a few of you and it is a pleasure to hear the sense of anticipation in your voices. The POD conference is a special time of coming together. Each conference brings us new experiences, knowledge, things to think about, and people that we can add to our POD network. Let's enjoy the Denver conference to the fullest!

2003 Certificate of Special Achievement Awardees

POD is delighted to announce the three awardees of the 2003 Certificate of Special Achievement. This is a new award that recognizes POD members for a notable contribution to the profession of faculty, instructional, and organizational development or to POD. Congratulations to:

- Milton Cox, University Director for Teaching Effectiveness Programs, Miami University, Ohio, for his leadership in creating and sustaining the Lilly Conferences on College Teaching.
- Laurie Richlin, Director, PFF and Faculty Learning Communities, Claremont Graduate School, for her leadership in creating and sustaining the Lilly Conferences on College Teaching.
- Jody Nyquist, Associate Dean, Emeritus, the Graduate School, University of Washington, for her leadership as Director of the Re-envisioning the Ph.D. initiative.

Kudos!

- Deborah DeZure was appointed Director of Faculty and Organizational Development and Senior Advisor to the Provost at Michigan State University. Her new contact information is ddezure@msu.edu, 517-432-5125 (phone), 517-355-9601 (Fax), 428 Administration Building, Michigan State University, East Lansing, MI 48824-046.
- Mary Deane Sorcinelli, Associate Provost and Director, Center For Teaching, University of Massachusetts, has been awarded a Whiting Foundation Fellowship for 2003-04. It will allow her to

travel for research on trends in college teaching and learning at universities in Ireland and England. She will be hosted by the Center for Excellence in Learning and Teaching (CELT) at the National University of Ireland Galway, which was recently named "Irish University of the Year."

- Christine Stanley, long time POD member and past president, has assumed the position of Assistant Dean of Faculties in the Office of the Provost at Texas A & M University. She will be responsible for the evaluation of models, practices, and services in the area of faculty and administrator development. Prior to this appointment, Christine was the associate director of the Center for Teaching Excellence. She remains a tenured faculty member in Higher Education Administration in the Department of Educational Administration and Human Resource Development.
- Marilla Svinicki was chosen as the Dean's Distinguished Teacher in the College of Education at the University of Texas, Austin.
- Kenneth J. Zahorski was recognized at a surprise reception in appreciation for his nineteen years as director of faculty development at St. Norbert College in De Pere, Wisconsin. Ken has decided that it is time to return full time to the classroom, and students will be the beneficiaries of his talents as a teacher. POD members have been fortunate to have Ken's counsel over the years. He shared his experience and wisdom so generously with so many of us. Ken, please accept our congratulations and our appreciation for the guidance and inspiration you provided!

Committee Activities

POD committees are critical to the effectiveness of the organization and they work throughout the year. They formally report to the Core Committee at the fall and spring meetings. The following update will apprise you of the types of activities with which the committees are engaged.

Awards and Recognition Committee, Chair, Mary Deane Sorcinelli. Coordinates the award processes for three awards--the Bob Pierleoni Spirit of POD Award, the Bright Ideas Award, and the Bob Menges Award. This year the committee developed and is piloting a new award, the Certificate for Special Achievement. Recipients will be announced at the fall conference

Diversity Commission, Chair, Pedro Luna. Recently completed the process of recruiting and selecting candidates for the POD travel grants in support of attendance at the annual conference. There was an abundance of strong candidates, and after two weeks of lively deliberations, awarded the travel grants to the following persons:

- Norma Chang, Carnegie Mellon University
- Patricia Covarrubias, University of Montana

- Linda Marsh and Zelma Peltier, Turtle Mountain Community College
- Lois Reddick, New York University
- Hope Williams, Rochester Institute of Technology
- Sherree Wilson, Indiana University Purdue University Indianapolis

Travel Grants, Chair, Stephanie Nickerson, and Vice-chair, Michele DiPietro. Managed an inclusive and productive process.

Finance and Audit Committee, Chair, Stephanie Nickerson. Worked closely with the Executive Directors to monitor and ensure the financial health of the organization. (Copies of bank records are sent to the chair of the committee on a monthly basis.) Also worked closely with the Executive Directors in the conduct of the annual financial audit by an outside firm.

Governance Committee, Chair, Mary Deane Sorcinelli. Is in the midst of preparing revisions in the POD Governance Manual for consideration at the fall Core Committee meeting.

National Organizations Subcommittee of the Outreach Committee, Chair, L. Dee Fink. Continues its efforts to create collaborative projects with other higher education organizations. Possible collaborative projects are being considered with, among others, the North Central Accrediting Association, the IDEA Center (IDEA course evaluation system), and the MERLOT organization.

New Developers Subcommittee of the Professional Development Committee, Chair, Peggy Weissinger. Colleagues came together in Indianapolis in June to participate in the Fourth National Institute for New Faculty Developers held at IUPUI. Seventy-two participants attended the five-day, intensive, hands-on working program that focused on a conceptual framework and basic skills. The program is designed to assist new developers in establishing, conducting, and evaluating faculty development programs and activities when returning to their individual campuses. The event was made possible through the generous volunteer efforts of over 20 institute faculty.

Nominations and Election Committee, Chair, Mary Deane Sorcinelli. Over the past year, in concert with the Core Committee, developed refinements to the election process for both the President-Elect and new Core Committee members. Is in the midst of conducting elections for both offices.

TA Developers Committee, Chair, Linda von Hoene. At the 2003 spring Core Committee meeting, the TA Developers Committee was approved as a standing committee. It had been a subcommittee of the Professional Development Committee. As its first task, it will complete its section of the POD Governance Manual. At the TA Developers breakfast to be held at the 2003 conference, we will seek input from developers in setting an agenda for the commit-

tee's work over the coming year. All TA developers are encouraged to sign up for the TA breakfast and to contribute to this important discussion.

POD Resource Materials

We are distributing to subscribers the POD Essays on Teaching Excellence and POD Reading Packets (14 topical packets). They are wonderful resource materials for faculty--short, succinct pieces they will actually read. Developers use them for workshops, individual consultations, TA training, classes, columns in newsletters, and web resource materials. The target audience is faculty members. Subscription allows unlimited reproduction of the print version within the subscribing institution, and the HTML version may be posted on a website as long as the site is firewalled. Go to the publications link on the POD website, <http://www.podnetwork.org>, or contact the POD office for subscription and ordering information.

The 2003-04 essay series consists of the following eight essays:

- "Student Plagiarism: Are Teachers Part of the Problem or Part of the Solution?"--Chris Anson
- "Promoting Learning Through Inquiry"--Virginia S. Lee
- "Taking Self Assessment Seriously"--Georgine Loacker
- "Great Expectations and Challenges for Learning Objects"--Anne Moore
- "Engaging the Whole Student: Interactive Theatre in the Classroom"--Suzanne Burgoyne
- "Engaging Faculty in New Forms of Teaching and Learning"--Paul R. Hanger
- "Promoting Civility and Responding When It Fails in Large Classes"--Mary Deane Sorcinelli
- "Self-Efficacy in College Teaching"--Anita Woolfolk-Hoy

International Notes

We would like to introduce you to a new international member, John Michael Dearn, Director of the Centre for Learning, Teaching, and Scholarship at the University of Canberra in the Australian Capital Territory. John is on the national executive board of the Higher Education Research and Development Society of Australia (an equivalent of AAHE), and will be attending the POD conference.

The Centre for Learning, Teaching, and Scholarship, with a current staff of eleven, offers regular faculty development activities including induction programs for new faculty, workshops, consultations, and resources covering all aspects of teaching and academic work. It provides support for WebCT and the integration of technology into teaching and has responsibility for developing learning resources, both in print and Web formats.

Books by POD Members

Boyle, E., & Rothstein, H. (2003). *Essentials of college and university teaching: A practical guide*. Stillwater, OK: New Forums.

Nilson, L. B. (2003). *Teaching at its best: A research-based resource for college instructors* (2nd ed.). Bolton, MA: Anker.

Other Conference Announcements

- Appreciative Inquiry Facilitator Training (AIFT) is an innovative leadership development opportunity for leaders of change--administrators, faculty, and support staff--in two- and four-year colleges and universities. Learn more about Appreciative Inquiry by visiting Case Western Reserve University's web site, <http://appreciativeinquiry.cwru.edu>. To find out how to register for an AIFT that is already scheduled, go to <http://CenterforAppreciativeInquiry.net>. Information on hosting an AIFT on your campus can be obtained by emailing Nancy Stetson at nancy@sonic.net.
- The 25th Annual Sharing Conference of the Southern Regional Faculty and Instructional Development Consortium (SRFIDC), March 14-16, 2004, Orlando, Florida. Host institution--University of Central Florida. Conference Program Chair--Dr. Allison Morrison-Shelter, Director, Faculty Center for Teaching and Learning, UCF. For further information on the 25th

Annual Sharing Conference and the SRFIDC, see <http://www.utc.edu/Units/teaching-resource-center/SRFIDC/>.

From the POD office

This is a very busy time in the office as the annual conference draws near. To inform you about procedures, we strive for a 24-hour turn around time on responses to your messages. We can't promise to be able to do that 100% of the time, but that is our goal. When we receive your conference registration, we will send you a confirmation and receipt if payment is included or an invoice if it is not included. We also send a receipt for payment of the membership fee.

We do have a request of you. If you send us a fax, please make sure that the writing/print is clear and dark. Clarity is particularly important for numbers and it may prevent an unintentional mistake or eliminate the need to call you or contact you by email. Again, we would like to remind you to let us know if your member information (name, title, department/unit, address, phone, fax, and email) changes so that we can keep our database up to date.

Newsletter Deadline

The deadline for contributions for the winter issue of POD Network News is December 12, 2003. Please e-mail your items to Mary Everley at everl001@umn.edu.

POD Core Committee Self-Nomination Instructions

We welcome nominations to the 2004-07 POD Core Committee. Candidates' statements are to be submitted electronically and will be posted on the website for members' review. Please send your self-nomination in the body of your email and not as an attachment. The election itself will be conducted by mail. If for some reason you are not able to send your statement electronically, you can mail it to the POD office. It must arrive no later than November 1.

To nominate yourself, please complete the information below and provide your answers to the two questions (no more than 300 words each). Then send your candidate's statement to the POD office at podnetwork@pod-web.org. Statements must be received by November 1, 2003.

Please note that statements received after November 1 will not be included and statements longer than 300 words will be returned to the candidate for editing. Your statement will be reproduced exactly as submitted. Do not include any graphics. Also, you must have been a member of POD for at least three years. If you have any questions about this process, contact the POD office or the chair of the POD Nominations and Elections Committee, Mary Deane Sorcinelli, msorcinelli@acad.umass.edu.

Your statement should include:

Name, Title and Institution:

What is your background in professional and organizational development? (No more than 300 words)

What would you like to see POD accomplish over the next three years? (No more than 300 words.)

Contacting the POD Office

It is our goal at the POD office to respond to members' questions, concerns, needs, and interests as courteously and promptly as possible. Please contact us at the address below if we can assist you.

Frank and Kay Gillespie, Executive Directors

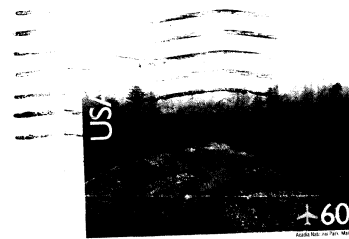
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**Call for Proposals
POD Network Grant Program
2003 - 2004**

Purpose

The purpose of the grant program is to provide funding to POD members attempting to contribute new knowledge or tools to the field of instructional, faculty, teaching assistant, and organizational development.

Focus for 2003 - 2004

This year, the Core Committee has chosen to fund two proposals, for up to \$2,000 each, which advance the **assessment** of educational development. This is broadly construed as the profession and work of practitioners in faculty, teaching assistant, instructional, and organizational development in higher education.

Eligibility

Both individuals and groups are invited to apply. The principal investigator must have been a POD member for at least 12 months. In the case of graduate students seeking dissertation support for work in the field of educational development, applicants must identify an eligible POD member as a co-sponsor.

Review Process

All grant applications will go through a blind review process by the members of the Grants Committee. It is therefore necessary for applicants to limit all identifying information to the title page. **Identifying information within the body of the proposal will automatically remove it from consideration.**

Criteria

Reviewers will judge grant applications based on the following criteria:

1. **Degree to which the announced focus is addressed.** Extent to which proposals seek to **advance the assessment of the profession** of faculty, teaching assistant, instructional, and/or organizational development or the work of its practitioners.
2. **Importance.** Persuasive argument of the critical nature of the assessment problem addressed by the project.
3. **Scope and/or utility.** Broad reach or usability of the work product. A multi-campus and/or multi-institutional focus is a good example of this.
4. **Clarity in description of process and product.** Explicit description of the research project. Successful proposals will clearly explain the project, methodology, players, budget items, and products of the process.
5. **Awareness of related work, current and prior.** Demonstration of a need for this particular assessment focus within the context of existing research and related projects.
6. **Probability of success:**
 - Evidence of sufficient institutional support.
 - Clear delineation of the source and extent of all resources required to complete the project.
 - Evidence of prior success or experience in a similar project.
7. **Timeliness and procedures.** Evidence that the project can be completed in the time specified, including a specific time-line.

Format: The format of the proposal should consist of a title page and the body of the proposal

I. The Title Page should contain the following:

- Proposal title
- Name of Principal Investigator (PI)
- Mailing address and e-mail of PI
- Names of co-applicant(s) and position(s) or title(s)
- Institution(s) represented
- Brief description of pertinent professional experience or unique qualifications of applicants
- Signatures of all applicants

II. The Body should include the following (**maximum 1250 words or 5 double-spaced pages**):

- A. Problem statement
- B. Summary of pertinent literature
- C. Project objectives and products
- D. Argument for the value of products or results to the assessment of educational (faculty, teaching assistant, instructional, and/or organizational) development
- E. Procedures
- F. Budget request
 - Personnel costs
 - Operating/development costs including equipment, software, materials to be purchased and/or developed.
 - Sources and amount of outside funding/support available as matching
 - Special considerations
- G. Project time-line
- H. Evaluation plan
- I. Dissemination and follow-up

Proposals must be received by December 12, 2003.

Proposals may be e-mailed or sent hard copy; faxes will not be accepted.

E-mail submissions must be in MS Word or rtf format and the filename must be the PI's name.

Hard-copy submissions must include one original with title page and five copies without title page.

Applicants will be notified of the disposition of their proposals by March 19, 2004.

All accepted proposals will be assigned to a Grants Liaison, a member of the Grants Committee who is responsible for the following:

- Helping the recipient obtain funds
- Monitoring the recipient's progress
- Serving as a liaison with the Grants Committee or the Core Committee
- Consulting with recipient at the end of the project to produce a report for the Core Committee (see below) and to publish or otherwise disseminate results

It is the responsibility of every grant recipient to produce a written report of 5-10 pages, documenting what was accomplished, how funds were spent, and how the results have been and/or will be disseminated. The report will be submitted to the Grants Committee upon completion (deadline to be negotiated with the Grants Liaison). In addition, grant recipients will be expected to present an update on the progress of their research at the following year's POD Conference.

E-mail proposals to: **kalish.3@osu.edu**

Or mail to: **Alan Kalish**
Director, Faculty and TA Development
The Ohio State University
260 Younkman Success Center
1640 Neil Avenue
Columbus, Ohio 43201-2333

To Improve the Academy: Vol. 23

Reviewer Self-Nomination Form

Please Type

Name: _____

Title: _____

Department: _____

Institution: _____

Address: _____

(City, State, _____

Zip, Country) _____

Office Phone: _____ FAX: _____

E-Mail: _____

Years of Membership in POD: _____

Past editing/reviewing experiences (with POD publications or in your field):

Briefly explain why you want to serve in the position indicated above:

(Please complete other side)

As much as possible, TIA editors try to match reviewers' special expertise with the manuscripts they are asked to review. Please check the areas listed below in which you feel particularly competent to judge manuscripts, and (if you like) add an explanatory phrase in the space provided:

- _____ general faculty development issues _____
- _____ general instructional development issues _____
- _____ general organizational development issues _____
- _____ general personal development issues _____
- _____ peer evaluation of teaching _____
- _____ student evaluation of teaching _____
- _____ teaching portfolios _____
- _____ program assessment/evaluation _____
- _____ faculty consultations _____
- _____ graduate/professional teaching _____
- _____ TA development _____
- _____ multiculturalism and diversity _____
- _____ values and ethics _____
- _____ TQM/CQI _____
- _____ active learning _____
- _____ experiential learning _____
- _____ collaborative/cooperative learning _____
- _____ case studies _____
- _____ critical thinking _____
- _____ classroom assessment/research _____
- _____ educational technology _____
- _____ distance education _____

In the space remaining, please list other topics or areas in which you have expertise:

Return to: Dr. Sandra Chadwick-Blossey
Rollins College
Campus Box 2636
1000 Holt Avenue
Winter Park, FL 32789
schadwick@rollins.edu

Deadline: December 12, 2003

CALL FOR MANUSCRIPTS

To Improve the Academy: Vol. 23

Deadline for Submission: December 12, 2003

The Professional & Organizational Development (POD) Network invites submissions for the 2004 edition of *To Improve the Academy*. Since its inception in 1982, *To Improve the Academy* has provided a forum for articles on instructional, faculty, and organizational development. Manuscripts are solicited on those three general areas and may be research-based, programmatic or reflective pieces.

The audience for *To Improve the Academy* is composed of several constituencies who share an interest in improving the climate for teaching and learning in higher education, including faculty and organizational development administrators and consultants. Articles should be designed to inform and assist these members of the academic community with their work.

Papers accepted for publication demonstrate scholarly excellence in research, innovation, integration, and/or inspiration about instructional, faculty, and/or organizational development.

Submission Requirements

- Maximum article length is 20 pages, double-spaced (12-point font).
- Manuscripts must be prepared according to the guidelines in the *Publication Manual of the American Psychological Association* (5th ed.).
- Include a title that clearly informs the reader about the content.
- Include an abstract of 100 words or less.
- Citations appear in the reference section at the end of the manuscript. In the text, sources are cited by author(s) and date, and if direct quotations are used, the page number(s).
- Headings, if they are used, are not numbered.
- When you describe new approaches and programs, please include evaluative information.

Submit two copies of the cover sheet, two copies of your complete manuscript, and three copies that omit your name and any reference to your institution. Do not send a disk with the review copies. The editors will provide prompt feedback on all manuscripts.

If your manuscript is accepted for publication, we will ask you to send the document (including all charts and tables) and a biographical statement in electronic form.

Please send inquiries and manuscripts to:

Sandra Chadwick-Blossey, Ph.D.
Rollins College
1000 Holt Avenue
Winter Park, FL 32789
E-mail: schadwick@rollins.edu
Fax: 407-646-1581
Phone: 407-628-6353